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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  4.2.5 Compare two sets of data based on their spread and measures of central tendency.  **CC.7.SP.3** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.  **CC.7.SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.  4.3.6 Identifying all possible outcomes using models, tree diagrams, tables and/or organized lists to determine theoretical probabilities.  **CC.7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.  **CC.7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.  4.3.7 Perform experiments to determine experimental probabilities.  **CC.7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.  **CC.7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.  **CC.7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?  **CC.7.SP.8c** Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?  4.3.8 Compare and contrast experimental probability results to theoretical probabilities in writing.  **CC.7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.  **CC.7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.  **CC.7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?  4.3.9 Solve probability problems in familiar contexts including simple events (flipping a coin) and compound events (flipping a coin and rolling a number cube).  **CC.7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.  **CC.7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION – N/A** |
| **GLE’s but not CCSS**  4.1.1 Formulate questions and design studies; e.g., surveys, experiments, research using published sources and the Internet; to collect and analyze data.  4.1.2 Organize and display data using appropriate graphical representation such as, tables and charts, line, bar and circle graphs, Venn diagrams, stem and leaf plots, scatter plots, histograms.  **CC.6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  4.2.3 Make and defend in writing predictions based on patterns and trends from the graphical representations.  4.2.4 Find, use and interpret measures of central tendency and spread, including mean, median, mode, range and outliers. |
| **CCSS but not GLE’s – None** |